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ABSTRACT

The initial steps of an academic planning process to cover the next 10 years at the Arkansas Tech University are described. Twelve study committees that were formed to coordinate the effort pertain to: degree programs and research; student-related activities; nondegree programs and public service; college mission and role; background and demographic information; physical facilities and campus planning; admission, retention, and recruitment; academic organization and governance; administrative organization and management information; library and instructional services; athletics; and evaluation. The objectives of the plan include the following: to improve present offerings and services of the university; to establish plans and standards that will be utilized in future programs and service development; to define evaluation processes and methods that will be used to determine the effectiveness of programs and services; to continue the involvement of university employees in the implementation of long-range planning recommendations; to foster the climate necessary for accomplishing the overall goals and mission of Arkansas Tech; and to strengthen an awareness of the need for planning among the university's staff. Appended materials provide an outline for the plan, which includes: institutional component, program and activity component, graduate programs, organizational and support services component, resource component, and evaluation component. Background information needed to develop the plan and a statement of the mission and role of the university, as well as supporting goals, are also appended. (SW)

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FORMALIZED INITIAL LONG-RANGE PLANNING

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The first formalized planning process for Arkansas Tech University began with the decision of the President and Administrative Council that the Institution needed to undertake an academic planning process to cover the next ten years. A newly-employed Executive Vice President was charged with this responsibility. After initial discussions, it was decided that a general Consultant would be employed to assist during the process. Twelve out-of-state persons were considered for this role, and the person selected had been the President of an institution similar to Arkansas Tech University and had done extensive consulting, possessed the type of personality which would allow for good rapport between him and the Tech faculty and administration, and had developed a national reputation for his work in higher education.

The long-range planning process was designed to furnish a forum for discussion about the future of Arkansas Tech University. The faculty and administration will work toward the fulfillment of the plan's recommendations in order to achieve the following objectives:

To improve present offerings and services of the University.

To establish plans and standards which will be utilized in future program and service development for the population of the immediate service area and the entire State.

To define evaluation processes and methods which will be used to determine the effectiveness of programs and services.

To continue the involvement of University employees in the implementation of long-range planning recommendations.

To foster the climate necessary for accomplishing overall goals and mission of Arkansas Tech University.

To strengthen an awareness of the need for planning among members of the faculty, staff, and administration.

After selection of the general Consultant, it was decided that a broadly-representative group to review the planning project as progress was made would add to its relevance and depth. A 32-member Advisory Committee was formed to play this role. It was composed of the following types of members:

5 Arkansas Tech University Vice Presidents
4 Deans of Arkansas Tech Schools

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2 Arkansas Tech Students
4 Arkansas Tech Faculty Members
1 Executive Vice President of an area Chamber of Commerce
3 Area Industrial Leaders
1 Arkansas Tech Alumni Association President
2 Area School Superintendents
1 State Senator
2 Members of the Arkansas House of Representatives
1 Director of Physical Plant at Arkansas Tech
1 Director of Library at Arkansas Tech
1 Athletic Director at Arkansas Tech
1 Director of Continuing Education at Arkansas Tech
1 Mayor of Russellville
1 County Judge
1 Arkansas Tech Faculty Senate Chairman

The general Consultant met with this group at their first meeting to discuss the necessity of planning and to give information about the process. Information about the committee's role in the process was covered by the Executive Vice President, and the President of Tech talked of the importance of planning to the future of Arkansas Tech University.

In order to provide continuity and direction of the planning endeavor, the next step was to develop an outline for the planning document (See Attachment A). This outline included all aspects of the University which should be addressed in the planning process.

Involvement at the faculty level was seen to be a key ingredient for a successful planning project. Study of the outline revealed that a number of study committees could achieve the goal of involvement and also form the basic recommendations for the plan. In order to coordinate the effort, it was decided that 12 study committees would be formed. These were as follows:

Degree Programs and Research
Student Related Activities
Non-Degree Programs and Public Service
Mission and Role
Background and Demographic Information
Physical Facilities and Campus Planning
Admission, Retention, and Recruitment
Academic Organization and Governance
Administrative Organization and Management Information
Library and Instructional Services
Athletics
Evaluation

A Chairperson for each of the study committees was selected by the Administrative Council. Several members were also selected for each committee. The size of the committees was kept as small as possible, but representatives from

all four schools on campus, abilities of individuals, responsibilities of individuals, and off-campus ideas were considered in selecting committee members. A total of 86 people were involved on the 12 committees.

The beginning of the study committee work was a meeting to discuss the general thrust of committee work. Each Chairperson was given a written description of the committee responsibilities and an outline of topics to be covered by the committee. Formats for reports were discussed, and it was generally decided that the report would describe the present situation for subjects to be covered and would project recommendations and/or alternatives for the 1980's by three time periods--1981-83, 1983-85, and 1985-90. All study committees were to complete reports by the spring of 1981. The Study Committees for Mission and Role and Background and Demographic Information were completed because this information was needed by other study committees. (See Attachments B and C.) A complete schedule for the planning project was established early in the process:

Jan 1, 1980 - Jun 30, 1980	--	Outline of planning process
Jul 1, 1980 - Aug 31, 1980	--	Complete outline
Jul 1, 1980 - Jul 31, 1980	--	Form Advisory Committee
Sep 1, 1980 - Sep 30, 1980	--	Define needed data
Oct 1, 1980 - Dec 31, 1980	--	Data collection
Jan 1, 1980 - Jan 15, 1981	--	Review of process by Consultant, committees and others
Jan 15, 1981 - Jun 30, 1981	--	Draft plan
Jul 1, 1981 - Jul 31, 1981	--	Conduct Board of Trustees workshop to review plan
Jul 1, 1981 - Jan 1, 1982	--	Review of plan by various committees on campus
Jan 1, 1982 - Feb 28, 1982	--	Revision of plan by Advisory Committee
Mar 1, 1982 - Apr 30, 1982	--	Administrative and faculty review of revised plan
Jun 1, 1982 - Jun 30, 1982	--	Review of revised plan by Board of Trustees
Jul 1, 1982		Adoption by Board of Trustees
Jul 2, 1982 - Aug 31, 1982	--	Present to State Board of Higher Education, legislature and Governor

The above schedule has been followed, with some changes made necessary because study committees took more time than had been anticipated. This delay held up drafting of the plan. It is anticipated that the last year of work as outlined above will be shortened; meaning that the plan will be completed around January 1, 1982.

Although it was not anticipated in the first stages of the planning process, a Steering Committee was formed during the winter of 1980-81. This

group was composed of the Chairperson of each study committee. The responsibility of this committee was to review each study committee report and to make recommendations for change prior to drafting the first copy of the plan. They also reviewed the draft of the plan prior to consideration by the Faculty Senate, the Advisory Committee, the President, and the Board of Trustees.

As of October 1, 1981, the draft of the plan has been completed. The Steering Committee has been scheduled for a review in early October. Immediately afterwards, changes will be made prior to review by the Faculty Senate and Advisory Committee. Adoption of the plan by the Board of Trustees should take place around January, 1981.

ATTACHMENT A

SUGGESTED OUTLINE FOR LONG-RANGE PLAN
ARKANSAS TECH UNIVERSITY

I. *Institutional Component*

- A. *History of Arkansas Tech University (Cook)*
- B. *Mission and Role of the University (4)*
  - (1) *State of mission*
  - (2) *Goals*
  - (3) *Objectives*
- C. *Admission Policies (7)*
- D. *Special Program Admission Policies (7)*
- E. *Enrollment (7)*
  - (1) *Historical*
  - (2) *Projected*
- F. *Service Area (7)*
  - (1) *Present*
  - (2) *Projected changes*
- G. *Recruitment of Students (7)*
- H. *Housing (6)*
  - (1) *Trends and Projections*
  - (2) *Policies*
- I. *Retention Policies*

II. *Program and Activity Component*

- A. *Degree Programs (1)*
  - (1) *Existing*
  - (2) *New or revised programs*
- B. *Non-Degree Programs (3)*
  - (1) *Existing*
  - (2) *New or revised programs*
- C. *Non-Credit Programs (3)*
  - (1) *Existing*
  - (2) *New or revised programs*
  - (3) *Policies*
- D. *Off-Campus Courses or Programs (3)*
  - (1) *Existing*
  - (2) *Future courses or programs*
  - (3) *Policies*
- E. *Workshops and Seminars (3)*
  - (1) *Existing*
  - (2) *New or revised programs*
  - (3) *Policies*
- F. *Evening School (3 and 1)*
  - (1) *Existing programs and/or courses*
  - (2) *Future programs and/or courses*
  - (3) *Policies for future*
- G. *Summer School (3 and 1)*
  - (1) *Present offerings*
  - (2) *Future offerings*
  - (3) *Policies*

H. Graduate Programs (1)
   (1) Existing programs and/or courses
   (2) Future offerings
   (3) Administration and organization
   (4) Policies
I. Cooperative Programs (3)
J. Library (10)
K. Instructional Service Center (10)
L. Student Development Center (2)
   (1) Counseling
   (2) Testing
   (3) Placement
M. Student Related Activities (2)
   (1) Discipline
   (2) Fraternities and sororities
   (3) Student activities
N. Research (1)
O. Public Service (3)
P. Farm Operation (1)
Q. Federal Programs (1)
R. Athletics (11)

III. Organizational and Support Services Component

A. Physical Facilities
   (1) Academic buildings--existing situation and future needs (6)
   (2) Student housing--existing situation and future needs (6)
   (3) Physical plant--existing situation and future needs (6)
   (4) Student activity--existing situation and future needs (6 & 2)
   (5) Campus plan (6)
   (6) Landscaping (6)
   (7) Care of campus grounds (6)
   (8) Maintenance of facilities (6)
   (9) Other auxiliary needs (health, bookstore, etc.) (6)
   (10) Use of facilities by community (6)
   (11) Food service--existing and future needs (6)
   (12) Faculty and staff housing (6)
   (13) Parking (6)
B. Land Management and Future Land Needs (6)
C. Computer System (9)
   (1) Present and future hardware needs
   (2) Software and information system
D. Academic Advising (1)
E. Academic Committee Structure (8)
F. Academic Organization (8)
G. Administrative Organization (9)
H. Faculty Development (1)
I. Fringe Benefits (1)
J. State and Federal Relations (9)
K. Student Aid (2)
   (1) Historical trends and projections
   (2) Fund sources
   (3) Aid policy
L. Role of Advisory Committees Established for Institutional and/or Individual Program Support (9)

IV. Resource Component

A. State Appropriations (9)
B. Federal Funds (9)
C. Private Funds (9)
D. Alumni Cultivation (9)
E. Room and Board (2)
F. Student Fees (2)
G. Athletic Income (11)
H. Other Income (9)
I. Scholarships (2)
J. Salaries
   (1) Faculty and administration (8 and 9)
   (2) Classified personnel (8 and 9)

V. Evaluation Component

A. Planning (12)
B. Self-Evaluation (12)
   (1) Self-studies
   (2) Programs of staff and faculty evaluation
   (3) Use of outside consultants
C. Outside Evaluation (12)
   (1) North Central
   (2) Professional accrediting agencies
   (3) Others
D. Evaluation of Students (12)
   (1) Grading
   (2) Standardized tests
   (3) Other methods

ATTACHMENT B

MISSION AND ROLE OF ARKANSAS TECH UNIVERSITY

Arkansas Tech University has been a dynamic force in the development of human resources for its service area and the entire State of Arkansas. To continue this effort will require a constant examination of the role of the University in relation to the needs and goals of society at large.

The following statement of mission and goals will provide the basis for the University to plan for the future, monitor the results, and revise its mission in order to respond effectively to changing needs.

The major components of role and mission of Arkansas Tech University are:

1. *To provide high-quality educational programs and activities which will enable its graduates to make a significant contribution to the enhancement of the economic, social, political and cultural development of the region, state and nation; and for the individual to achieve his personal, professional, and occupational goals.*

2. *To respond creatively to the educational, social, cultural, and economic needs of its broader constituency through the utilization of its resources.*

PROPOSED GOALS FOR MISSION STATEMENT #1

1. *To serve primarily the northwest quadrant of Arkansas, with expansion of service beyond that area contingent upon the expertise, resources and educational principles of the University.*

2. *To attract quality students, well-matched to the educational programs and social objectives of the University. These efforts will be without regard to age, race, religion, sex, or ethnic background.*

3. *To provide programs that respond to the needs and demands which are consistent with its mission, abilities, and obligations as a multi-purpose state university.*

4. *To maintain curricular emphasis upon general education as an essential foundation for specialized educational programs and for its intrinsic worth.*

5. *To strengthen existing programs and implement new programs as needs and capabilities permit.*

6. *To avoid duplication and maximize the use of resources, coordination of programming across departmental lines will be continued.*

7. *To encourage and support those activities which establish and maintain a desire and appreciation for learning and help to provide an atmosphere in which the intellectual development of students and faculty is maximized.*

8. *To provide for continual assessment of the University mission, and, when data indicates, initiate corrective action.*

GOALS RELATED TO PART 2 OF MISSION STATEMENT

1. *To provide community service programs, credit and non-credit, tailored to the economic, social and cultural needs of the service residents, and in special cases to the people of the entire State, consistent with the objectives, resources, and capabilities of the University.*
2. *To identify public problems and needs, and focus the University's resources on these needs.*
3. *To build effective relationships within the University which will permit the optimum utilization of resources in the development of programs designed to update and improve the various professions.*
4. *To plan and conduct competent research, investigation, demonstrations, and experiments of basic and/or applied nature in areas of statewide responsibilities, and in other instances where such research is needed by local industry or agencies.*
5. *To enrich the cultural and recreational opportunities of the region through its scheduled programs, and physical and human resources.*
6. *To develop a substantial community of educated persons which will produce, through its broad influence, a better quality of life for the people of the area.*

ATTACHMENT C

A BACKDROP FOR PLANNING

June, 1980

Arkansas Tech University
Russellville, Arkansas 72801

The purpose of this paper is to give study committees and other groups some background to utilize in the development of a long-range plan for Arkansas Tech University. It was prepared by Dr. M. Olin Cook, with the assistance of Dr. Kenneth Walker, Dr. Richard Cohoon, Dr. Katala Williams, Dr. Tom Tyler, and Dr. Archie Lambert.

The process of planning must consider the influences of history, the factors of the present situation, and the projections of future happenings. It is the purpose of this paper to present a general picture of these influences. The first section of the paper deals with the world and national level, while the second deals with the State and Arkansas River Valley area.

The World and Nation

Population

The population of the world continues to grow, but many countries have slowed their growth. These changes are uneven and will contribute to future problems such as food supply and housing. In 1979, the world population was estimated to be 4,321,000,000.[3]

In the spring of 1976, the estimated population of the United States, excluding inmates of institutions and members of the Armed Forces, was 211.5 million. One of every 10 persons in the United States in 1976 was 65 years old or over. Nearly 12 percent of the population was black, and about 5 percent of the total population was classified as being of Spanish origin.[9] With the population of the United States becoming older, this means there should be a change in programs and services to solve needs of the elderly population. The 1976 population was 218.5 million by 1978. Projections for 2050 indicate a population of 269,411,000.[11]

In the recent past, the United States was composed of 6 percent of the world's population and used 40 percent of the world's resources. Population of the world has shifted and the United States is decreasing in its percentage of the world's total population.

Economics

Science and technology have advanced rapidly over the past several years, both in the world and the United States. Few countries have equaled the technological advancements of the United States. Technology has created many social problems, while it has contributed to an easier life for people. During this period, the failure of social forces to keep up with science and technology has created a situation where the social problems created by scientific advancements remain unsolved.

Inflation has grown at differing rates throughout the countries of the world. It has tended to grow at a faster rate in the western part of the world. The rate of inflation in the United States has grown at a very rapid rate during the late 1970's. As the 1980's began, the topic of inflation appeared to be one of the most serious problems for the United States. The purchasing power of the dollar, based on consumer prices (1967 = $1.00), was .51 by 1978.[11]

Most of the world has come to rely on oil for its major source of energy. Because oil is concentrated in only a few parts of the world, this has created problems in relations among countries. The energy crisis of the past few years has become a serious economic problem, which is projected to continue until either science finds other feasible sources of energy or until countries can solve the problem among themselves. The per capita (BTU) consumption of energy in the United States in 1960 was 245 million. This had increased 358 million by 1978.[11]

Modern transportation and communication methods have resulted in the appeared shrinkage of the world size, as compared to only a few years in the past. It is now possible to travel very quickly to all parts of the world and to have almost instant conversation with persons around the world. The United States has led the way in countries developing modern means of communication and transportation.

The wealth of the world is unevenly distributed, which causes many social and economic problems of the world. Various types of governmental philosophies and scientific advancements have contributed to this imbalance.

The United States is among the wealthiest countries in the world. Per capita personal income for the United States in 1976 was $6,399.[5] Personal per capita income had increased to $6,643 by 1978.[11] The United States median family income in 1967 was $7,974 and has increased to $16,009 by 1977.[8]

Unemployment rate varies among the countries of the world. In the United States it varies among various sections of the country, according to types of industries present. This factor, along with the general job market, will continue to influence higher education as to its programs and, in many instances, the growth in enrollment.

Social Factors

Earlier, it was stated that many social problems in the world have been created by the advancements in technology, coupled with less progress in the areas of social sciences. This situation is more prevelant in the United States

than many other countries because of the rapid advancement of science and technology.

The family unit is stressed more in some countries than in others. Most families in the United States in 1976 were maintained by a married couple (84 percent). Thirteen percent of all families were maintained by women with no husband present. The mean size of all families was 3.40 persons, and ranged from 3.86 persons per family in Hawaii, to 3.18 per family in Florida. There was an average of 2.06 children under 18 years of age in families where children were present.[9]

Education

Education is stressed more in some countries than others. Also, the type of education offered in countries differ. Countries following the European approach carefully select students for advanced education, while in the United States almost everyone has an opportunity to attempt higher education. Throughout the world there are varying opinions as to the importance of liberal arts and vocational/technical education. Differing education levels of countries contribute to social and economic problems which have worldwide impact.

Even though much emphasis is placed on education in the United States, the percent of population completing high school in 1970 was 56. This had increased to 67 percent by 1976. The percent of adults who were college graduates also increased substantially at the national level--from 10 percent in 1970 to 14 percent in 1976--and for most states. The level of educational attainment varied considerably in 1976 among the four major geographic regions. The proportion of high school graduates reported in the West was substantially higher than that reported for the South. However, the percentage points increased since 1970 was greater in the South than in any other region, and smallest in the West.[9]

In 1978, one man in five in the United States was a college graduate; one woman out of eight. When college enrollment is examined, it reflects that 39.7 percent of total enrollment were women in 1966. This had grown to 48.8 percent in 1977. This growth is projected to continue over the next decade or more.[8]

The average age of students enrolled in college has increased over the past years. A census report gives the following distribution of the United States college enrollment for 1977:[8]

Percentage	Age Group
37.9	14 to 19 years old
28.3	20 to 21 years old

Percentage	Age Group
14.3	22 to 24 years old
19.5	25 to 34 years old

One factor which correlates positively with college enrollments is the military draft. During the past few years, we have seen an end to the military draft. Because of the present world situation, it seems likely that the draft will be reinstated.

Another factor related to changes in enrollments and programs has been the emphasis placed on education for women and minorities. This has meant that many persons now enroll in postsecondary education who did not in the past. Also, persons more advanced in age have enrolled in college over the past few years. With emphasis on life-long learning and continual need for up-dating, this trend should continue.

Discussed earlier was the growth of technology throughout the world. These changes have caused educational institutions to develop programs in the technical fields. This has been true in the United States, and shifts within the country of its industry from the North and East to the Southeast and Southwest have changed the location of this emphasis.

During the past year, a new Department of Education has been established in Washington. Some have predicted that this could cause an increased emphasis on education. It does raise the question about the availability of federal funds for education. More recent action to balance the federal budget indicates that federal dollars will be decreased over the immediate future. One of the serious repercussions of this cut will be the decrease in available student-aid funds.

In the United States, there has been a tendency recently for many persons to question the value of a college education. Much of this kind of discussion has come from the emphasis on education only for employment. Because of the weak job market for college graduates in some areas, it is projected that this trend may be a strong influence over the next ten or more years. Within this framework, you will see a rise in the need for some occupational personnel such as health and business. Even though there is much published today about an oversupply of teachers, a recent report by the Southern Regional Education Board predicts a teacher shortage by 1990. This situation will be brought about by heightened concern with the quality of future teachers, increased numbers of elementary school-age children in the South by the early 1990's, high turnover rates, and the fact that fewer students will select education as their major.[6]

Aesthetic Appreciation

Various parts of the world emphasise art, music, and the humanities more or less in their education and generally in their culture. Special types of art and music are also norms for different cultures. For example, the United States has not generally placed emphasis on opera as much as Europe.

Education for the future should consider carefully its role with art, music, and the humanities. Educational institutions have much to say about what future generations will appreciate.

The State and Arkansas River Valley

Population

Arkansas' population reflected growth in each of the decennial censuses from 1900 to 1940. During this 40-year interval, the State's population increased by 637,823--or 48.6 percent--from a 1900 count of 1,311,564 to 1,949,387 in 1940. The State's population dropped substantially over the next 20 years, from 1,949,387 in 1940 to 1,786,272 in 1960. This was loss of 163,115--or 8.4 percent--with the greater part of the loss occurring between 1950 and 1960.[10]

The 1970 total population of 1,923,295 was an increase of 137,023--or 7.7 percent--over the 1960 total. An estimate in 1977 indicated a growth of 220,705--or 11.5 percent increase. It is significant that net immigration accounted for 58.0 percent--128,000--of this growth total.[10]

Population projections have been prepared by the Industrial Research and Extension Center of the University of Arkansas. Two series of projections have been developed. The primary difference between the Series A and Series B projections is the assumptions as to birth rates, since survivorship expectations and migration patterns underlying the two series are essentially the same. According to the Series A projections the population of Arkansas will be 2,666,762 in 1990--a growth rate of 38.7 percent. Series B projections indicate a growth rate of 28.2 percent--2,465,885.[10] *(See Table I in the Appendix.) Population projections for 2000 indicate almost 2,700,000 for Arkansas.*[11]

These same projections indicate a high growth in the Arkansas Tech region. The Western and West Central Planning and Development Districts compose most of Tech's immediate service area. Series A projections indicate 41.5 and 50.7 percent increases for these two districts from 1970 to 1990. The State percentage for the same period is 38.7.[10]

A more recent set of population projections for the West Central Arkansas Planning District indicates an 88-percent increase for the five counties of that district from 1970 to 2000. These same projections reflect an increase of 131.9 percent for Pope County over the same period.[12]

Arkansas Tech University draws approximately 70 percent of its students from an eight-county area, composed of Pope County, the location of the University, and the seven contiguous counties. The population of this area in 1970 was 111,889, which was 76.8 percent rural. At this same time, the State had a rural population of 50 percent, and the United States 26.5 percent.[10]

Economics

In 1976, Arkansas ranked 47th in state and local tax capacity per capita, with $504 per capita capacity, as compared to a national average of $643.[2] This factor is a measure of a state's ability to finance education and other state services.

Personal income in 1976 for Arkansas was $4,934 per capita. This same statistic for the United States was $6,399 and for the states composing the Southern Regional Education Board Compact, $5,743.[5] In 1977, this same figure for the eight-county service area of Arkansas Tech University was $4,402.[10] By 1978, this had grown to $6,183.[11] The influence of energy problems is most important in Arkansas, as well as in the immediate area of Arkansas Tech. Because of increasing costs of gasoline and heating fuels, the spending patterns of most families have been altered. Unless there is a drastic change, this will be an important matter for families in the future. Because many students who attend Arkansas Tech come from counties with low income, the cost of education is more of a problem than it would be for students from more wealthy families.

Science and technology has had the same influence on Arkansas as spoken to when describing the situation for the United States. Arkansas has profited from the shift of industry from the Northeast to the South and Southwest. The immediate area of Russellville has grown rapidly over the past few years, industrially. Arkansas Power and Light Company has a nuclear generating plant located in Pope County. This industry is important to the area in many ways. It should have much to say about future energy sources for the entire State.

As the State and Arkansas River Valley become more industrialized, the problems with unemployment may become more severe. An additional problem for the Arkansas River Valley area is the shift from rural to urban work patterns,

which means that persons with rural backgrounds may have difficulty relating to the industrial society in some cases.

The Arkansas River is an important artery of transportation for the State. Arkansas Tech is located on this river, which means that this geographic area has and will profit from the river development. Also, Arkansas Tech's closeness to Little Rock and Fort Smith is important for air travel and other means of transportation and communication.

Inflation has risen in Arkansas much as it has in the United States. As interest rates have increased, the availability of loans to persons has become less and less. Much of this problem is related to the 10 percent usury limit in Arkansas. The vote on the upcoming proposed Constitution will solve this problem, if the vote is favorable for the Constitution. Energy related problems have been prevalent in Arkansas the Arkansas River Valley as they have been in the United States.

A recent development at Arkansas Tech University has been the creation of the Mining and Mineral Resources Institute. This Institute will work in all areas of minerals and possibly have much influence on some of the energy related problems. Its work has just begun, and the development should be speedy and broad in scope.

Growth of industry is one factor related to the economic development of Arkansas and the Arkansas River Valley. Property assessments also relate to economic growth. When the seven counties contiguous to Pope are considered, the following picture of growth is seen:[1]

State and County	Average Annual Growth (%) Property Assessments
ARKANSAS	8.1
Conway	6.9
Johnson	11.0
Logan	7.7
Newton	11.1
Pope	25.9
Searcy	8.0
Van Buren	17.1
Yell	5.8

When these same counties are considered, it can be seen that the annual growth rate in employment during the 1960-70 period was approximately 3.0 percent, while that for the State was 2.3 percent. The same kind of picture can be seen when looking at growth in payrolls and bank deposits.[1]

Social Factors

It was stated earlier that many social problems have been created by the rapid progress made in the field of science and technology. This same situation is true for Arkansas and its various geographical areas.

Many of the problems of unstable families outlined earlier for the United States is true for Arkansas. Also, the lag of the social sciences to cope with the personal problems of people is true for Arkansas and the Arkansas River Valley. The United States divorce rate for 1977 was 5.0 per 1,000 population. Arkansas' rate was 9.0--second only to Nevada.[11]

The changing role of women in the State will also influence the programs and activities of higher education in Arkansas and Arkansas Tech University. These changes will cause more females to enroll in college.

Education

Plans for the education of its citizens is a most important factor to be considered by the leaders of the State. In fiscal year 1976, the full-time equivalent student enrollment at public higher educational institutions in Arkansas was 21 per 1,000 population, compared to a national average of 29.8. On this index, Arkansas ranked 48th out of 51. Arkansas ranked 46th in terms of first-time enrollment at public institutions per 1,000 population, and also 46th in terms of first-time resident enrollment at public institutions. Arkansas ranked 43rd in the number of high school graduates per 1,000 population. The rank for rate of entrance of high school graduates to public institutions of higher education was 34th.[2]

> In 1960, approximately 36.2 percent of the Arkansas public high school graduates enrolled in college in the fall following high school graduation, as reported by A Study of the 1960 Arkansas Public High School Graduates Who Went to College (Denny, 1961). In 1966, the percentage of Arkansas public high school graduates entering college in the fall immediately following graduation has increased to 45.0 percent, as reported by The Arkansas High School Graduates of 1966 (Sales, 1967). The 1968 survey, Arkansas High School Graduates, 1968, found that 45.5 percent of the Arkansas high school graduates enrolled in college the following fall (Moore and Hatcher, 1969). The 1970 survey provided no difference in the percentage of students enrolling in college as reported in the 1968 study. In fact, from 1964 through 1970--seven years--the percentage of students entering college changed very little (Sales, 1970).[4]

Over the past few years the average age of college students has increased. This is projected to continue. Institutions which have not attracted a significant number of older students through evening and off-campus programs will still have this factor to add in future enrollment growth. The college-age population is a most important factor in future years. The Southern Regional Education Board projects a +0.9-percent increase during 1980-85 for the 15- to 34-year-olds in the United States; and for the 1985-90 period the factor is -3.2 percent. Their projections for Arkansas follow a somewhat different trend--a -1.5-percent change in 1980-85 and a +0.6-percent change during 1985-90.[5] Closely related to these data are the factors of Arkansas having a lower rate of college attendance than the nation when compared to high school graduates, and also to college-age persons. Another factor would be that in the future the number and percentage of adults and women attending college in Arkansas should increase.

As in the nation, in recent years emphasis in Arkansas has been placed on education for employment skills. This has been evidenced by the development of a network of vocational/technical schools within commuting distance of the entire population of the State. Closely aligned with this development has been the questioning of the value of a college education. In some areas, the job market has been weak for college graduates. This has been particularly true in the area of teaching. It should be pointed out that there are some areas where there is still a demand for teachers. Also, programs of teacher education have become more selective, which will influence the number of teachers available in future years.

Between 1970 and 1978, the eight-county area (Pope and contiguous counties) had a growth rate of more than 10 percent more than the entire State. This fact relates to the number of public school enrollments for the State and the Arkansas Tech area. It can be seen from the following table that the pattern for the Tech area does not follow that of the State.

State and County	1970-78 Annual Rate of Change for Public School Enrollments[7]
ARKANSAS	-0.4
Conway	-0.1
Johnson	1.3
Logan	0.8
Newton	1.3
Pope	1.9
Searcy	-1.4
Van Buren	2.5
Yell	1.2

Projections into the early eighties indicate that the counties in the immediate area of Arkansas Tech will have a higher percentage increase of high school graduates than the State as a whole. This is true for the entire northwest section of Arkansas.

Aesthetic Appreciation

Arkansas is a typical southern state without a large metropolitan area. Little Rock is the largest city and provides the cultural center for the State. Cultural and artistic programs and endeavors are limited when compared to larger cities, such as Atlanta, Chicago, New York, Dallas, and Los Angeles. For this reason, art and music participation and appreciation is not strongly emphasized. With the elevation of country music throughout the United States, Arkansas has furnished leaders in this field.

Arkansas Tech is located in a part of Arkansas where the mountain culture is dominant and much is beng done to preserve the past. This action is important because of the significance of this culture to our heritage.

It remains to be seen as to what changes will be made in this area, both in Arkansas and the immediate area surrounding Arkansas Tech University. Programs and activities at the University could have much to do with whatever takes place in this area of people's lives in the Arkansas River Valley.

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TABLE I

POPULATION PROJECTIONS, ARKANSAS, 1970-1990, SERIES A AND SERIES B BY PLANNING AND DEVELOPMENT DISTRICT

	1970	Percent Share	1990 Projection	Percent Share	Change, 1970-1990 Number	Percent
			SERIES A			
ARKANSAS	1,923,295	100.0	2,666,762	100.0	743,467	38.7
Northwest	204,567	10.6	369,329	13,8	164,762	80.5
White River	142,769	7.4	223,712	8.4	80,943	56.7
East	371,069	19.3	440,677	16.5	69,608	18.8
Western	154,508	8.0	218,680	8.2	64,172	41.5
West Central	191,047	9.9	287,840	10.8	96,793	50.7
Central	407,023	21.3	621,022	23.4	213,999	52.6
Southeast	227,741	11.8	254,112	9.5	26,371	11.6
Southwest	224,571	11.7	251,390	9.4	26,819	11.9
			SERIES B			
ARKANSAS	1,923,295	100.0	2,465,885	100.0	542,590	28.2
Northwest	204,567	10.6	342,022	13.9	137,455	67.2
White River	142,769	7.4	208,145	8.4	65,376	45.8
East	371,069	19.3	405,721	16.5	34,652	9.3
Western	154,508	8.0	202,283	8.2	47,775	30.9
West Central	191,047	9.9	266,921	10.8	75,874	39.7
Central	407,023	21.3	570,628	23.1	163,605	40.2
Southeast	227,741	11.8	238,616	9.7	10,875	4.8
Southwest	224,571	11.7	231,549	9.4	6,978	3.1

Source: Census data from U. S. Bureau of the Census, and estimates and projections prepared by the Industrial Research and Extension Center, University of Arkansas, February, 1978.